



TEACHER INDUCTION PACK

2023 – 2024

EARLSMEAD PRIMARY SCHOOL

SUCCESS for All

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Dear Colleague,

Welcome to Earlsmead Primary School!

We hope your time with us is stimulating and worthwhile. We want you to feel that you are a member of a successful and hardworking team. This induction programme is one way in which we can help to make that happen.

We recognise that our pupils will achieve most from well-informed, highly motivated staff. New staff will be supported during their induction period. We aim to complete induction as promptly as possible.

This induction pack contains material which will support your induction programme. The aim of the induction programme is to ensure that you are able to assimilate information about the school and how we work, as easily as possible. You will then be able to contribute to the maintenance of high standards of performance in your job and to the general ethos of the school.

At the beginning of your induction programme, please ensure that you have familiarised yourself with the following:

1. [Your Job Description](#) – you should have received a copy of your Job Description prior to your appointment.
2. [The Staff Code](#) – you should have received a copy of this prior to your appointment.
3. [The School Website](#) – this includes lots of information on our policies, values, organisation, staff etc.

Staff Induction Sheet

Earlsmead Primary School

| | |
|---------------------------|--|
| Name: | |
| Role: | |
| Start Date of Employment: | |

By the **end of the first day**
You should have been shown/told about:

| | | |
|--|--|--|
| Timetable and class lists | | |
| Where to put your coat and bag/personal belongings | | |
| Toilets – staff and pupils' | | |
| First Aiders – who they are | | |
| Location of the medical room (Welfare) | | |
| Who manages whom - Staff schemata | | |
| Fire drills and procedures | | |
| Security of the building, signing in and out | | |
| Duties and Rotas | | |
| Staff briefings and meetings | | |
| Car parking | | |
| Staff lunch | | |
| Use of phones/private calls | | |
| IT log in and email details | | |

By the **end of the first week**
You should have been shown/told about:

| | | |
|--|--|--|
| Code of Conduct | | |
| Safeguarding Training including Child Protection Policy | | |
| School aims and values | | |
| Mission statement | | |
| SEND Policy | | |
| Behaviour Policy | | |
| SIMS - Registers and Assessment | | |
| Health and Safety Policy | | |
| Intimate Care Policy including Reducing the Risk of Allegation | | |
| Behaviour systems (Class Dojo) | | |
| Lunchtime procedures | | |
| Keeping fire doors and exits clear of obstruction | | |
| Self-certification of sickness | | |
| Request for Leave of Absence Form | | |
| Accident and illness procedures | | |
| Accident forms | | |
| Information on curriculum expectations | | |

Between **weeks one to six**

You should have been shown/told about:

| | | |
|--|--|--|
| Marking and Feedback Policy | | |
| Electrical safety | | |
| Supervision of pupils – activity duties | | |
| Using the: Photocopier Laminator Guillotine Shredder Risograph | | |
| Requesting IT support | | |
| Risk Assessments for all activities | | |
| School trip documents | | |
| Homework Policy | | |
| Diaries – School office | | |
| Location of curriculum resources | | |
| Annotating pupils' work | | |
| Interactive whiteboard/plasma screen | | |

| | | |
|-------------------------|--|--|
| Lesson plan formats | | |
| Pupils Assessment Files | | |
| Annual Reviews | | |
| End of Year Reports | | |
| End of Term Assessments | | |
| Achievement Assemblies | | |
| School Improvement Plan | | |
| Stock ordering | | |
| Classroom Library | | |
| Inclusion folders | | |
| School Library | | |
| Book store | | |
| Edukey | | |

Tutor: _____

Mentor: _____

Mission Statement

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self- learning team members with a positive sense of wellbeing and a love of learning.

Our Vision

Working in partnership with children, parents, staff and Governors as a community we will achieve Success for All through:

Securing resilience

Understanding values and respecting others

Committing to our learning

Community involvement

Equality for all

Striving to do our very best

Setting high expectations



Key Information

- Confidentiality
- Professional conduct
- Health and safety
- Staffroom
- Things to remember
- At the end of the day
- Refreshments

Confidentiality

All adults working in a school, on a paid or voluntary basis, are in a privileged position regarding what they may say or hear. It is vital that, except where Child Protection Issues are concerned, confidentiality is respected in all cases. It is NOT appropriate to:

- Discuss a child's progress or behaviour with anyone other than that child's parents or guardian or relevant member of staff
- Discuss a child's progress or behaviour with a parent 'out of school' – this includes internet social network.
- Discuss a child or family in front of others

Professional Conduct

- Do not be tempted to be 'friends' with parents and pupils on any social networking sites.
- All staff are expected to act in a professional manner at ALL times.
- For any complaints, please refer to the schools Whistleblowing Policy on the school website.

Health and Safety

All members of staff are responsible for the health and safety of everyone in the school community. Please report any potential safety hazard or risk to the Site Team. Any faults that need to be looks at can be written on the whiteboard opposite the site team cupboard. Please read the Health and Safety Policy.

First aiders – displayed on the wall of each classroom

Refreshments

- Each class has access to drinking water
- All children are allowed to bring a names water bottle to drink at appropriate times
- Some children have milk – each class will have a list. The milk is kept in the fridge next to the welfare
- Fruit – Free fruit for all children – located next to welfare

Staffroom

- There are no 'special' chairs.
- Please put your washing up in the dishwasher.
- Please take your turn to unload the dishwasher.
- Please keep kitchen area tidy at all times.
- Please throw away unwanted food,
- Please keep the staffroom tidy.

All staff need to be aware of confidentiality issues when using the staffroom.

No staff should carry hot drinks out of the staffroom without a lid.

At the end of the day

- Send letters, books, etc. home
- Please ensure that the children are met by a known adult. All agreed names should be on the yellow dismissal slip.
- Dismissal register to be completed each day with details of who collected.
- Staff to be aware of who is attending clubs

DfE's statutory guidance Keeping children safe in education 2022 (publishing.service.gov.uk) states that safeguarding and promoting the welfare of children is everyone's responsibility and that school staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

It is important to familiarise yourself with part one of this guidance, as well as our school's safeguarding policy and practice at the start of the year – and to ask questions about anything you are unsure of.

If you have a concern about a child's welfare, you should follow the school's referral processes set out in school's safeguarding policy and procedures. If need be, you are expected to support social workers and other agencies following any referral.

Every school has a designated safeguarding lead who is a member of the school's leadership team and provides support to staff to carry out their safeguarding duties and liaises closely with other services such as children's social care.

The school's Designated Safeguarding Lead is: Jackie Stangroom

The Deputy Designated Safeguarding Lead(s) is/are: Catherine Fennell, Barbara Graham

The Designated Safeguarding Lead will have shared the school's safeguarding policy, staff code of conduct and other relevant procedures and documents with you as part of your induction.

If you think a child or young person is in need because they are suffering or likely to suffer significant harm:

- Make a note of what you have seen or been told: don't make assumptions – keep an open mind
- Don't ask any leading questions and don't cross-examine the child. Only ask simple and open questions – Who? What? Where? When? etc.
- Don't physically examine the child (other than in an emergency when no first aider is available)
- NEVER promise to keep "secrets". Explain that you can listen to them, but make it clear that if you perceive that they are in any danger of harm then you will have to seek advice because you have a duty to protect children and young people. Reassure them that they can be helped and kept safe
- Maintain confidentiality for the child or young person. Be discreet – do or say nothing that may place the child or yourself at risk.
- It is normally the role of the Designated Safeguarding Lead to ring home or contact relevant teams in the Local Authority
- Act quickly and share the information with your Designated and/or Deputy Designated Safeguarding Lead
- If the disclosure or your concern relates to a member of staff, this must as soon as possible be shared with the Headteacher or the Designated Safeguarding Lead if the Headteacher is not available and nothing should be said to the colleague involved. It must be shared with the Chair of Governors if it relates to the Headteacher

Tips and strategies for time and workload management

Strategies that might work for you include:

Creating clear boundaries between work and home. Try not to let work spill over into your personal life. If you need to bring work home, designate a separate area for work and stick to it, you'll find it much easier to then close the door on work.

Planning your work. Find a way that suits you, some people use a planner or make a 'realistic' to do list. (At the end of each day, go over your list/ planner and write up one for the next day, when your thoughts are down on paper, you'll find it easier to not think about work.

Managing your working hours.

You'll have times when you need to work longer to meet deadlines but try to make this the exception not the norm. Long hours mean you may be working harder, but not better – they'll quickly take their toll on your concentration, productiveness and health and your ability to implement the 'cycle of care' effectively.

Working smart not long. This involves tight prioritisation and allowing yourself a certain amount of time per task. Try not to get caught up in less productive activities. Do you, for example, check your e-mails only at specific points in the day? Is your e-mail alert turned off? When asked or, given the opportunity, to do an optional additional/ different activity, give yourself time to think about it and how you would manage it before saying yes or no!

Accepting help and asking for help. Your induction tutor and mentor will meet with you regularly and will be a valuable source of advice, resources and assistance, as will your colleagues and fellow ECTs. There are also a range of external organisations who support teachers including trade unions and the charity Education Support Partnership

Good enough versus fabulous. Sometimes, if you're busy, you need to explicitly tell yourself that what you've done may not be perfect, but it is good enough.

Using the time on your commute home to wind down from work. Read a book or listen to your music to set aside some time to yourself. Maybe try cycling part of your journey or getting off a stop early to take a shortcut through a park or quiet streets. These little actions can really help you to switch off

Having c
the job.

Don't work from 7 am to 6pm without a lunch break and then continue to work at home. It will get done – just prioritise.

Laugh with
the children

You're doing a great
job- try to remember
the positives

Trial different
approaches and ideas
and don't panic if they
don't work

